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ABSTRACT

This Massachusetts Long-Range Plan was developed to set broad strategic direction for the use of Library Services and Technology Act (LSTA) funds, to inform Massachusetts libraries of these directions, and to meet the statutory requirement. This plan details specific goals and objectives that support the stated mission: to provide every resident of Massachusetts with equal opportunity to access information resources. A background section provides a statistical overview of the Massachusetts general population and its libraries, regional library systems, automated resource sharing networks, and other aspects of the library community. A section on needs assessment describes the focus group methodology and presents highlights of focus group findings for users and nonusers and library professionals. Following a missions statement, six goals are listed in priority order, with each goal listing objectives and strategies for implementation. The next section provides information on priorities, policies, procedures, and evaluation. Appendices include eligibility requirements for participation as a member of a regional library system; long-range plans; and long-range plan component definitions. (AEF)

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Library Services and Technology Act. Massachusetts Long-Range Plan 1998-2002

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Board of Library Commissioners

Library Services and Technology Act

Massachusetts Long-Range Plan, 1998-2002

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Library Services and Technology Act
Massachusetts Long-Range Plan, 1998-2002

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August 1997

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Preface

This *Massachusetts Long-Range Plan, 1998-2002*(LRP) has been developed to set broad strategic direction for the use of Library Services and Technology Act (LSTA) funds, to inform Massachusetts libraries of these directions, and to meet the statutory requirement. The plan will be filed with the Institute of Museum and Library Services, the federal agency with oversight responsibility for LSTA.

In developing this plan, the staff of the MBLC's Library Development Unit worked closely with a Long-Range Plan Steering Committee appointed by the Board of Library Commissioners and the State Advisory Council on Libraries. The plan is based on the LSTA legislation, the MBLC's *A Strategic Plan for the Future of Library Services in Massachusetts,* and input from librarians and library users and non-users gained through a series of professionally moderated focus groups.

This LRP differs from the previous LSCA Long-Range Program in several important ways:

-programs are to be available to all libraries

-objectives are specific and intended for completion within the five-year plan

-evaluation of the impact of the program on users is stressed

-new emphasis is placed on statewide programs, including programs for which no grant application is required

-targeted programs, mini-grants and institutes are a primary means of meeting goals

-a program of innovative projects is established

-objectives are inclusive and meant to meet the needs of all users, rather than tailored to specific user groups

What has not changed is the amount of funding coming to Massachusetts, about $2.5 million annually, and a well-established commitment to allot a substantial portion of these funds for direct grants to libraries. It is an assumption of this LRP that these funds can help leverage the impact of new state-funded programs under the Strategic Plan and local library funds to move toward the goals and objectives presented here.

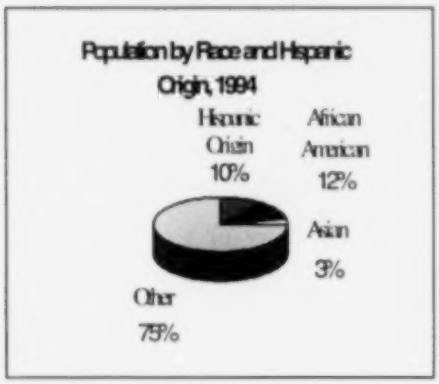
This Library Services and Technology Act, *Massachusetts Long-Range Plan, 1998-2002* details specific goals and objectives that support the stated mission: to provide every resident of Massachusetts with equal opportunity to access information resources.

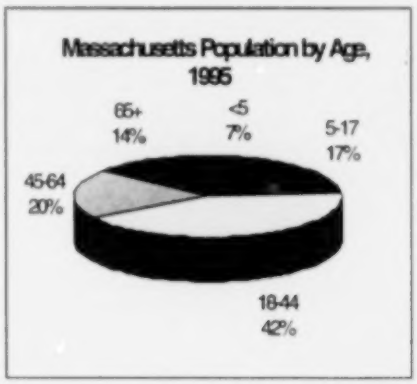
Background/Introduction

This background section provides a statistical overview of the Massachusetts general population and its libraries, regional library systems, automated resource sharing networks, and other aspects of the library community. A summary of *A Strategic Plan for the Future of Library Services in Massachusetts* as well as a discussion of the role of the Strategic Plan in the development of the LRP, follows. The Strategic Plan provides the framework for an expanded regional library system comprising all types of libraries, the Massachusetts Library and Information Network (MLIN), and an enhanced technological infrastructure supporting library resource sharing activities.

A DIVERSE POPULATION - STATISTICAL OVERVIEW

The *Statistical Abstract of the United States, 1996* indicates that in 1995, the total population of Massachusetts was 6,074,000 persons. By the year 2000, state population projections vary from a low of 5,950,000 to a high 6,401,000, and by 2005, 5,991,000 to 6,605,000, depending on interstate migration assumptions. Although the estimates vary, it is certain that the diversity and age of the population will increase. By the year 2000, the African-American population will increase by 3.5%, Hispanic by 15.2%, and Asian by 19.4%. Concomitantly, the largest increase by age bracket will be in the 45 to 64 year range, with a 10.6% rise.





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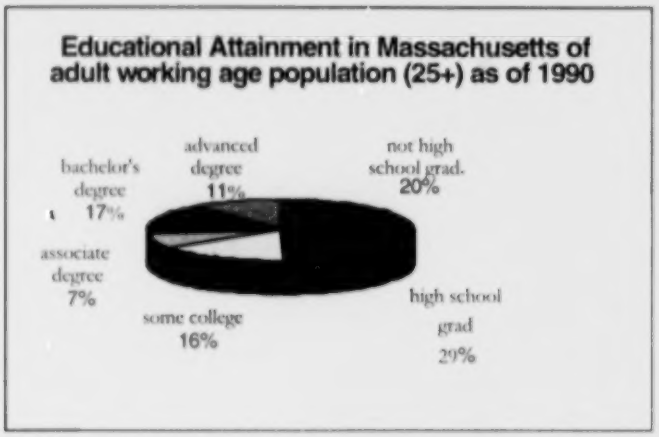
Educational Attainment in Massachusetts of adult working age population (25+) as of 1990
advanced degree 11%
not high school grad. 20%
bachelor's degree 17%
associate degree 7%
some college 16%
high school grad 29%

Massachusetts is the 7th highest state destination for international migration, attracting immigrants from many countries (*Statistical Abstract of the United States 1996* data for 1994).

Boston, the largest of 351 municipalities (311 towns and 40 cities), accounts for 9.4% (574,283) of the state's population (1990 Census); 53.4% of the state's residents are concentrated in the Boston Metropolitan Statistical Area. As a whole, the state population is primarily urban, with only 3.9% of the population residing outside metropolitan and consolidated metropolitan statistical areas.

JOB GROWTH AND UNEMPLOYMENT

A 3.9% unemployment rate as of January 1997, is the lowest rate in seven years (*State-of-the-State Address,* Governor Weld; *MAGNET*). During 1996, job growth in New England was concentrated in Massachusetts, accounting for 39,000 of the 73,900 new jobs in New England. The Corporation for Enterprise Development's *1996 Development Report Card for the States* says that "Massachusetts has the best technology-related resource workers in the nation."

PUBLIC LIBRARIES

There are presently 370 public libraries in the 351 cities and towns of Massachusetts, not including the branches frequently found in larger municipalities. Some communities have more than one library, each independent of the others and each with its own board of trustees. The type, quality, and kinds of programs and services local public libraries are able to offer their communities vary due to the mix of population size, as well as financial and geographic factors. Municipalities are the primary source of funding for their libraries, and most also receive state aid, dependent upon their meeting certain minimum standards. For this purpose, there are eight groupings of libraries within the state's existing three regions divided by the population size of their communities:

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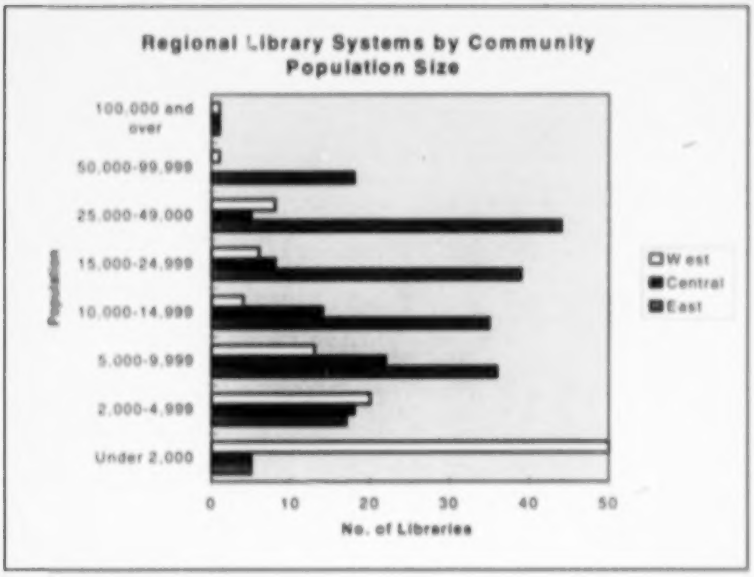

Local libraries' efforts to serve their patrons well are coupled with supplemental services provided by regional library systems, the Library of Last Recourse, and automated resource sharing networks as described below. These supplemental services are further enhanced by a technological infrastructure linking libraries of all types.

REGIONAL LIBRARY SYSTEMS

Three regional public library systems have been serving the needs of Massachusetts public libraries since the 1960s. All public libraries are members of these systems and receive services including interlibrary loan, delivery, reference and research, bookmobile and supplemental deposit collections, cooperative purchasing, audiovisual materials lending, continuing education, technical services support, technical assistance, and consulting.

Under the Board of Library Commissioners' Strategic Plan, the three public library systems will become six multitype library systems. Any library within a region will be eligible to join a regional library system upon meeting certain basic eligibility requirements. In 1996, preplanning and Interim Planning Committees (IPCs) began meeting to lay the groundwork for the establishment and implementation of these new regional, multitype systems, expected to begin operation in the fall of 1997.

As of January 1997, the estimated potential membership for the new regions is 3038 libraries: 370 public, 1838 school, 132 academic, and 698 special libraries

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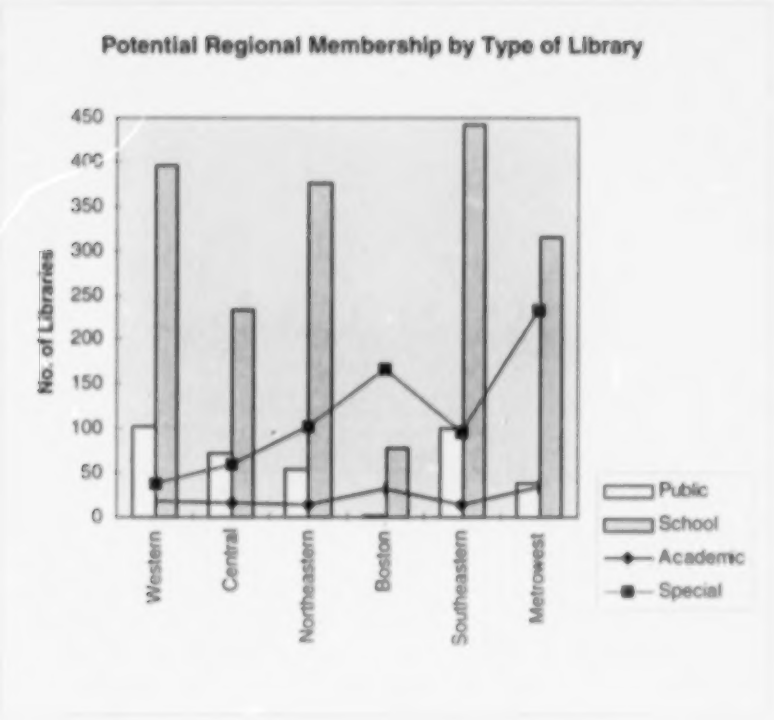

LIBRARY OF LAST RECOURSE

In 1970, the Boston Public Library was designated by legislation as the Library of Last Recourse for reference and research services in the Commonwealth (Mass. General Laws, Chapter 78, Section 19C, paragraph 4). A state appropriation is made each year through a Board of Library Commissioners account to fund this service. The amount of the appropriation is calculated on a per capita basis using the statewide population.

AUTOMATED RESOURCE SHARING NETWORKS

Ten library automated resource sharing networks form the backbone for library resource sharing in the Commonwealth, providing online public access catalogs with live holdings status, circulation control, and shared bibliographic and patron databases. As of August 1996, network catalogs contained a total of nearly seven million titles representing close to 25 million items. Public libraries comprise the majority of the membership, with 285 of 370 public libraries represented. Memberships may be available at any of three cost and service levels: full, online affiliate (more limited), and dial-up (a minimal level of participation).

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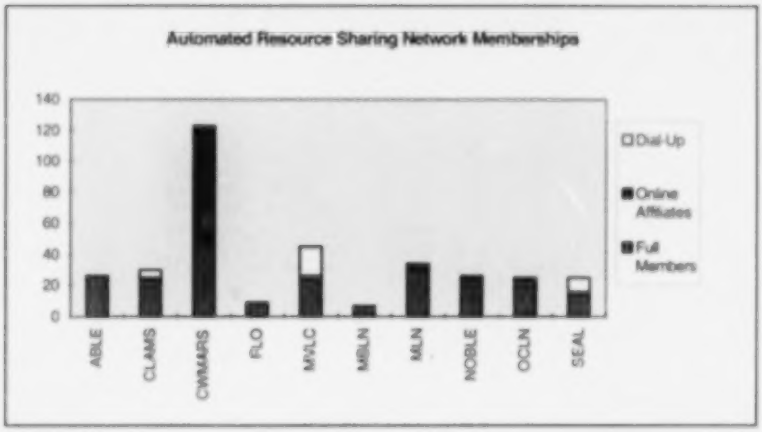


These networks have agreed with the Board of Library Commissioners to provide certain services and meet certain standards under the Strategic Plan. They are required to offer membership to libraries of different types, adhere to MARC cataloging standards, utilize TCP/IP for Internet access, support ANSI Z39.50 searching protocols, offer dial-up Internet accounts to members of the regional library systems, offer access to electronic transmission of interlibrary loan requests for member and affiliate libraries, transmit electronic interlibrary loan requests from the regional interlibrary loan center, and offer member and affiliate libraries the ability to contribute bibliographic resources to the shared databases. The Board uses state funds to help offset telecommunications costs for the networks and to provide annual grants supporting the networks' role in maintaining the statewide virtual catalog. By definition, automated resource sharing networks serve multiple member libraries. Where the members are municipally funded, at least two municipalities must be included.

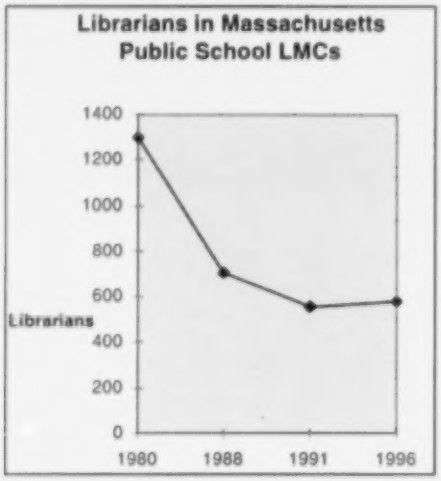
Through a three-year Library Services and Construction Act program completed in December of 1995, all ten networks provide access to the Internet for their member libraries. Full graphical Internet access for all ten networks' member libraries and end users will be realized through a TCP/IP telecommunications upgrade program begun in FY1996 using a combination of federal and state funds.

Z39.50 software provides smooth interoperability between resource sharing networks with differing user interfaces. A three-year LSCA program has provided Z39.50 search and retrieval functionality to seven of the ten networks, and by FY1998, all of the networks will have installed the software.

SCHOOL LIBRARIES

Academic and vocational public elementary, secondary, and regional schools in Massachusetts are administered by cities or towns and supported with local public funds supplemented by state aid. Charter schools, a recent addition to the school scene, are organized by private citizens rather than a local school department, but are supported with tax money. The number of charter schools is expected to increase in the next few years. There are also privately supported independent and parochial schools.

The 845,000 students attending the 1831 public elementary and secondary schools in Massachusetts are served by only 0.7 librarians per school, ranking Massachusetts 46th out of 50 states. The accompanying chart illustrates the sharp decline in the number of librarians serving public school Library Media Centers (LMCs) *Digest of Education Statistics, 1996,* National Center for Education Statistics).*School Library Media Centers in the United States: 1990-1991* indicates that while 1689 (95.2%) schools in Massachusetts had LMCs, 674 (39.9%) were not staffed with a librarian and 310 (18.4%) were not staffed with either a librarian or an aide.



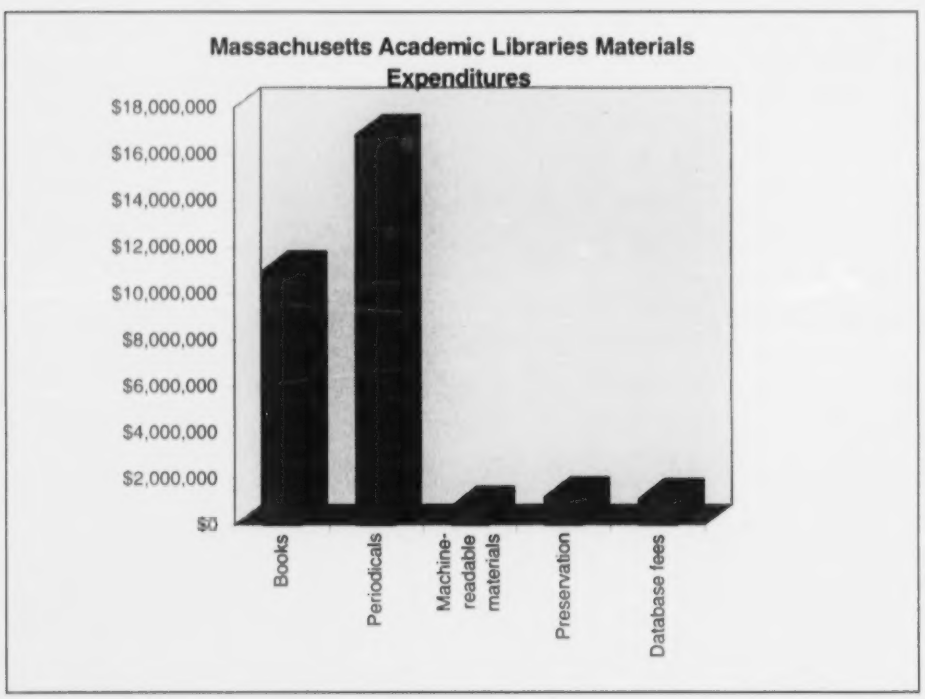
In addition to low levels of professional staffing in LMCs, the currency of resources was deemed poor. For example, more than 90% of secondary LMCs reported that the average copyright date for health, medicine, and "space" books is before 1990. On a more positive note, only Massachusetts reported that more than half of its elementary school LMCs have computers with modems and Internet connections (*Public School Library Media Centers in 12 States*, NCLIS/ALA, April 1994).

The development of school libraries is dependent upon the local education agencies. There is no state level support for this from the Department of Education, although the libraries may benefit from available state technology funds at the discretion of their school administrators. Although the Board of Library Commissioners does not have statutory responsibility for school libraries, it does maintain a connection with the Massachusetts School Library Media Association (MSLMA), the professional organization for school librarians/library media specialists, and school libraries. School librarians are invited to participate on the State Advisory Council on Libraries (SACL), various planning committees, the school-public library cooperation task force, and other groups. Under the Board's Strategic Plan, school libraries are eligible to join the new regional multitype library systems and share in the concomitant benefits and services, provided they meet membership eligibility requirements. They have been involved from the beginning with the development of the Board's Strategic Plan. Twenty school libraries are members of the state's automated library resource sharing networks, and others are gradually following their lead.

ACADEMIC LIBRARIES

Academic libraries in Massachusetts have a long history that can be traced back to Harvard College in the 1630s. This tradition has been supported by both generous gifts and talented personnel. The U.S. Department of Education's National Center for Education Statistics (NCES) has the responsibility for the collection, analysis, and reporting of educational statistics across the country. NCES developed the Integrated Postsecondary Education Data System (IPEDS) as its core postsecondary education data collection program in 1988. The academic libraries portion of the IPEDS survey is administered every other year and coordinated in Massachusetts by the IPEDS Coordinator at the Board of Library Commissioners. A total of 118 institutions of higher learning in Massachusetts confer degrees at, or above, the associate degree level (32 public and 86 privately supported). Student enrollment statewide is approximately 416,505 (179,799 public and 236,706 private) (*Digest of Educational Statistics, 1996,* NCES).

Both public and private institutions are affected by many of the same factors that impact other public institutions, such as financial support, societal pressures, and the need to blend traditional values and more scientific approaches. Libraries in public academic institutions have been slowly recovering from the massive legislative budget cuts that they experienced in the early 1990s. In FY1992 the materials budget for these libraries was at $4.5 million. In FY1996, it had climbed back to $11 million.



(Source: 1996 *Bowker Annual)*

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Under the Board's Strategic Plan, academic libraries are eligible to join the new regional multitype library systems and share in the benefits and services provided that they meet membership eligibility requirements. They, too, have been involved from the beginning with the development of the Board's Strategic Plan.

SPECIAL LIBRARIES

The Special Libraries Association (SLA) defines a special library as one maintained by an individual corporation, association, government agency, or other group for the purpose of collecting, organizing, and disseminating information devoted primarily to a special subject with specialized service to a specialized clientele that requires in-depth assistance in locating, using, and analyzing subject-oriented information.

The SLA/Boston Chapter is the primary professional organization representing special libraries in New England and draws approximately 85% of its membership from Massachusetts. Special libraries are represented on the Board of Library Commissioners committees, including the SACL. Under the Strategic Plan, special libraries are eligible to join the new regional multitype library systems provided they meet membership eligibility requirements. The Interim Planning Committee process has identified 698 special libraries statewide.

INSTITUTION LIBRARIES

Residential institutions serve approximately 16,000 residents in 45 facilities across the Commonwealth. These facilities are managed by the Departments of Correction (DOC), Youth Services (DYS), Public Health (DPH), Mental Retardation (DMR), and Mental Health (DMH). In addition, there are 18 County Houses of Correction that receive more than 50% of their support from the state. Staffed library services for residents exist primarily in the DOC facilities.

The trend toward downsizing facilities in the areas of mental and public health and mental retardation during 1992-1996 has resulted in the dismantling of excellent resident libraries. The DOC, which has experienced substantial growth as several new prisons have been built or expanded, maintains the staff position of Statewide Manager of Library Services, a person who has the responsibility for oversight and evaluation of library services in each prison. Good resident libraries providing both recreational and legal library services are found in nearly all DOC facilities, although there are a few exceptions. Many of these facilities use computer technology, such as standalone circulation systems and CD-ROM products, for reference and study. Some of these facilities have libraries staffed with two professional librarians. Moreover, almost every facility has developed a long-range plan for service and submits an annual update to the Board of Library Commissioners. In the other agencies, there are limited resident services and libraries are primarily responsible for serving professional staff. The Department of Youth Services has not made any commitment to library services. As a result, individual facilities have been forced to rely on the good will of local public libraries to provide services for "at risk youth."

LIBRARIES SERVING PEOPLE WITH DISABILITIES

Applying the US Census Bureau estimate that 16.7% of the population has a disability, it is estimated that some 1,004,743 Massachusetts residents fit this category. An estimated 596,943 of those persons have a limitation in a major life activity to the extent that they could or do benefit from assistive technology of some type, and/or assistive technology-related services.

State agencies set up to provide assistance to these individuals include the Massachusetts Office on Disability, the Massachusetts Commission for the Blind, the Massachusetts Commission for Deaf and Hard of Hearing, and the Massachusetts Rehabilitation Commission. The Board of Library Commissioners is committed to providing persons having difficulty using libraries with a full range of library services.

A newly established office, the Massachusetts Assistive Technology Partnership, has a mission to increase access to assistive technology for individuals with disabilities. It offers information and training for librarians across the state who seek to provide equipment to enable disabled consumers to use their services more easily and independently. Assistive aids are available in an increasing number of public libraries.

Authority for oversight of library services for the Blind and Physically Handicapped was transferred from the Massachusetts Commission for the Blind to the Massachusetts Board of Library Commissioners in 1992. Services for the blind and physically handicapped are contracted out to the Braille and Talking Book Library (BTBL) at the Perkins School for the Blind in Watertown, which serves as the Library of Congress National Library Service (NLS) for the Blind and Physically Handicapped regional library. It provides consumers statewide with reading machine equipment and books in Braille and recorded books (talking books and magazines) to consumers in the Eastern and Western portions of the state. In addition, Perkins supplies books in Braille to all of New England. The Talking Book Library (TBL) at the Worcester Public Library, as subregional library of NLS, provides talking books and magazines to clients within the Central Region. Anyone who is unable to read or use standard print materials as a result of temporary or permanent visual or physical limitations may participate in either library's program. In addition to these services, the Talking Information Center (TIC), funded in part by the Massachusetts Commission for the Blind and located in Marshfield, provides a radio reading service of current newspapers and magazines on a daily basis to people with visual impairments across the state. Access to this service requires patrons to have specially tuned receivers that pick up designated broadcast frequencies.

LIBRARY EDUCATION

The Graduate School of Library and Information Science at Simmons College in Boston remains the only institution in Massachusetts offering the ALA-accredited Masters in Library Science (MLS). School librarians may also receive Library Media Specialist certification through Simmons, Boston University, Bridgewater State College, or Salem State College. Out-of-state institutions, such as the University of Rhode Island (URI), the State University of New York at Albany and Southern

Connecticut State University offer the MLS or similar degrees. Massachusetts students may take limited library science courses toward a URI degree through cooperative arrangements with the University of Massachusetts at its Boston and Amherst campuses or at the University of New Hampshire.

In-service training, continuing education programs, workshops, and conferences are offered throughout the year by the regional library systems, the Board of Library Commissioners, the Massachusetts Library Association, the MSLMA, the New England Library Association and other professional and academic organizations. Many programs offer "Professional Development Points" honored by the Massachusetts Department of Education toward renewing certification for those individuals working in the public school libraries.

THE STRATEGIC PLAN

A Strategic Plan for the Future of Library Services in Massachusetts outlines major goals and objectives for the agency for the next decade. This plan was developed with input from all segments of the library community and approved by the Board of Library Commissioners in 1993. Two important efforts that preceded the development of the Plan and acted as catalysts for change were the King Report and the White House Conference on Libraries.

The 1992 report, *Massachusetts Libraries: An Alliance for the Future*, by the consulting firm of King Research, Inc. examined library services statewide. The recommendations presented in the King Report were the result of surveys, interviews, document study and a series of "town meetings." Recommendations included that the Board of Library Commissioners should:

- Serve as the umbrella agency supporting multitype resource sharing cooperatives that would eventually replace the current regional systems,

- Strengthen automation and networking, with the development of links to school and academic networks, and

- Develop a five-year plan for the agency's goals and objectives, including a funding plan to support the level of cooperative activity envisioned for the multitype cooperatives.

The concept of a multitype resource sharing structure was generally endorsed by the library community and there was agreement that the Board should take the lead in implementing a planning process.

As a result of the 1991 White House Conference on Libraries, the Massachusetts delegation focused on the need for funding state-of-the-art networking capabilities for libraries. Their primary recommendation to the Board of Library Commissioners was the creation of a "strategic plan" to guide the development of future library services "in a time of rapid change in technology and user needs."

In 1992, the Board appointed a 31 member strategic planning committee. It developed *A Strategic Plan for the Future of Library Services in Massachusetts* that envisions expanded library services for the Commonwealth with three major thrusts:

- An electronic network linking all libraries and providing users with access to a broad range of library and information services,

- A program of statewide services, which for the first time, would support statewide cooperation and improve access to specialized resources throughout the state, and

- An expansion of the current regional library systems to allow them to link and serve all public, academic, school, and special libraries.

The implementation of the Strategic Plan began with the Massachusetts Library and Information Network (MLIN). Launched in October 1994, MLIN organizes links to library catalogs, library and municipal homepages, government information resources, Internet searching tools, and Board documents. Its goal is to ensure that all Massachusetts public libraries can offer their patrons access to Massachusetts library and Internet resources. A two-phased MLIN grant program offered computers, telecommunications software, access to toll-free phone lines, an Internet account with the Boston Public Library, and hands-on training in public libraries statewide. A total of 352 libraries took advantage of this program and are now able to give their patrons access to MLIN and Internet resources.

An array of statewide services has been funded, including a statewide reference and referral center, a database of specialized collections, access to commercial databases, statewide delivery, education and training initiatives, and access to specialized reference referral services. A six-month demonstration project from March through August 1997, offering Internet access to five commercial full-text journal and publication databases in all libraries in Massachusetts, has been very favorably received.

The process of expanding the three regional library systems to six is also underway. Mission statements, bylaws, goals and objectives, plans of service, and program budgets have been developed by Interim Planning Committees with funding from the Board. All types of libraries are represented on each committee. The multitype systems will offer the following services: interlibrary loan, delivery, supplemental reference, shared databases, regional bibliographic databases and union lists, continuing education, and consulting.

Needs Assessment

THE STRATEGIC PLAN

A Strategic Plan for the Future of Library Service in Massachusetts developed in a collaborative effort with the Massachusetts library community and now being implemented over three years with new state funds, sets the stage for this first LSTA Long-Range Plan. Given the strong consensus behind the programs initiated under the Strategic Plan, it was not necessary to conduct a broad, formal needs assessment as part of this LSTA planning effort.

FOCUS GROUPS

Staff of the Library Development Unit chose to use professionally moderated focus groups as the primary needs assessment tool for this planning effort. This was done in part to move beyond the library community through focus groups with users and non-users and, in part, to check with the library community on programs offered and directions they would like to see for the next five years. To this end, Daniel Associates of Belmont, MA was engaged to run eight focus groups and report the findings. The groups were conducted in January 1997.

Focus Group Methodology

Two structured discussion guides were developed collaboratively by staff of the Library Development Unit and the moderator for use with users/nonusers and library professionals. Focus groups were held at locations in Chicopee, Boston, Brockton, and Waltham. On each evening, a session was first conducted with users and non-users followed by a session with library professionals. Users and nonusers were asked to comment on 1) barriers and obstacles to library use, 2) satisfaction/dissatisfaction with library experiences, 3) suggested solutions to problems, 4) technology and the future role of the library, 5) opinions about federally funded activities (examples were provided), and 6) the best way for the library to inform people of what it has to offer. Library professionals were asked to comment on 1) overall job frustrations, 2) problems in serving the underserved, 3) problems with technology, 4) technology and the role of the library in the future, 5) solutions to the problems, and 6) proposed approaches to administering LSTAfunded programs (examples were provided). Members of the Library Development Unit observed all focus group sessions.

Criteria used to screen and select users and non-users included type of household (based on age and number of children), household income, gender, race, disability and language other than English spoken in the home. Users were defined as those who stated they used a library more than three times during the last year, while non-users were those who used a library three or fewer times during the last year. Library professionals were screened to ensure that they were active in the profession as evidenced by conference attendance, applying for a grant, serving on committees outside the library, etc. The screening process also ensured the selection of a thorough mix of professional staff representing a variety of areas and levels of responsibility from an array of library types and sizes.

Following the focus groups, the moderator prepared a written report based on a review of the videotapes of the sessions. He also reported the findings in presentations to the Long-Range Plan Steering Committee and the Board of Library Commissioners. The highlights are presented below.

Highlights of Focus Group Findings: Users and Non-Users

■ Role of the library

Respondents saw three roles for the library: as an information repository, as a source of recreational and life-long learning materials, and as an important element in their children's education.

■View of librarians

Academic librarians were viewed as professionals while public library staff were frequently characterized in less positive terms. Library staff were seen as "more helpful than a registry or court employee but less than a town hall or postal worker." Several respondents felt that "library staff today are just people hired off the street that don't know what they are doing." They referred to the "good old days" when library staff "treated you better." They would like library staff to be more like bookstore staff, "proactive in helping" users.

■Barriers to Library Use

Convenience, including distance to reach a library and the hours of service, was the most cited obstacle. People want libraries open evenings and weekends. They also stressed the need to maintain regular hours eliminating the confusion caused by changing schedules (summer vs. winter hours and different hours on different days of the week). Some users felt physically or psychologically uncomfortable in a library, and one of the chief reasons for their discomfort was fear for their personal safety. Specific obstacles cited were "undesirables" loitering around the library, limited parking, and difficulty crossing heavily traveled streets.

■Library vs. Bookstore

Many respondents cited negative comparisons with bookstores as a reason why they don't use libraries more. They say that they enjoy browsing for books in a bookstore but not in libraries. They feel welcomed, well-served and safe in bookstores. Layout and prominent signage were cited as key factors in their preference for the bookstore

as well as the opportunity to socialize. People use bookstores for best sellers because they can get the book they want immediately.

■Awareness of What Libraries Offer

There was almost universal surprise at what libraries can and do offer. Whether in reference to services directly supported through grant projects or the availability of library catalogs on the Internet, users and non-users seem equally unaware of quite basic services offered by public libraries.

■A Child's Eye View

Many adults view the library through the eyes of their children or think that libraries are what they were when they were children as illustrated by the comment, "my child uses the library for school assignments, but I don't use it." Their feelings for libraries, both positive and negative, were colored by their childhood experiences.

■Technology in the Library

Some respondents said that they were intimidated by the new technologies in libraries, including OPACs and CD-ROM services. The root of this feeling seems to come from feeling inadequate in a public setting, especially in front of one's children or when there are others in line waiting to use the equipment, thereby creating a stressful situation. This suggests the need to train staff not just in technology but in how to reduce the stress of people learning new and complex skills in a public setting.

■Effect of the Internet

The public perceived a shift in how children access the information needed for school assignments. They perceived that children save time by using the Internet (or online services) from home in preference to going to the library. However, respondents also questioned the quality of this information and suggested that it may be merely superficial. Anecdotal evidence offered by these participants suggests a fundamental difficulty in evaluating and using information to make informed decisions.

Highlights of Focus Group Findings: Library Professionals

■Technology

- Librarians agreed it is impossible to keep up with the pace of change.
- Professionals believed that they spend 10 - 30% of their time troubleshooting technology.
- Librarians felt they lack the skills they need to support users effectively with technology. They consider themselves to be inexperienced with technology.
- Librarians felt that it was their responsibility to educate patrons in use of library applications but not general applications, like word processing.

- Lack of standard user interfaces to various electronic resources used in libraries was cited as a frustration.

- Competition with others in the information business was a major theme. Librarians saw themselves losing ground to the Internet, cable companies, and others with a better capability to acquire and marshal the technology. One participant stated, "If we don't meet their demands, we will be left in the dust. People will only use the library for getting the latest best sellers or books for their kids. We won't be a viable information service." Another said, "If we don't do it in the next five years, society will go right around us; we will be passed by." And a third lamented, "If we don't have a presence, they are going to forget about the libraries that have only books." There was complete agreement with these statements.

- A strong related theme was the perception that our users, and especially kids, are being seduced by the Internet as an information source. They pointed out the critical role librarians play as guides to the best, most appropriate resources, whether electronic or print. "We are raising a generation of copiers and highlighters who don't know how to assimilate bits of information from different sources to acquire knowledge." The common theme is the deterioration of critical review and analysis skills that lead to informed opinions and judgments.

- Support for concepts such as resource sharing, infrastructure development, networking, and shared access to electronic databases was expressed throughout.

■ The Underserved

- Librarians generally stated that they felt they were doing the best they could with the resources available to address the needs of the underserved.

- They also stressed the need to work with other local, regional, and state agencies to serve special groups more effectively.

- They expressed concern about how to respond better to a growing multicultural population and to people with disabilities.

- Suggested that staff need to be trained to be more sensitive and less judgmental.

■ Grant Programs

Focus group participants were asked to evaluate the different types of grant opportunities traditionally offered by the MBLC--competitive grants, targeted grants, mini-grants, institutes--and to consider the possibility of a single statewide project. Much concern was expressed over the amount of effort required to apply for competitive grants and the strong feeling of disappointment if a proposal were not funded. There was support for continuing to offer targeted programs and mini-grants. A single statewide project and the concept of institutes also received strong support. An example of a statewide project is the SAILOR project in Maryland that

offers access to electronic databases through the Internet. Almost all participants wanted to see something similar for Massachusetts, and they endorsed the general concept of activities that would benefit all libraries and not require individual grant applications.

CONCLUSION

While the Strategic Plan and the focus group findings have led to the goals and objectives outlined in the following section of this plan, not every aspect of the Strategic Plan is the subject of an objective, nor are all ideas generated by the focus groups addressed. The overall thrust is to use federal funds to supplement state programs while addressing the priorities of the Library Services and Technology Act.

Mission Statement

To provide every resident of Massachusetts with equal opportunity to access information resources that will satisfy individual educational, working, cultural, and leisure-time needs and interests, regardless of an individual location, social or physical condition, or level of intellectual achievement.

Goals and Objectives

(Goals are listed in priority order.)

GOAL 1. Enhance Massachusetts library resources and their accessibility to residents by building the technological infrastructure needed to link libraries of all types and by promoting cooperative efforts for collection management and preservation.

A comprehensive approach to delivering information to residents via electronic library linkages permeates the vision and goals enumerated in *A Strategic Plan for the Future of Library Services in Massachusetts* Librarians see the deployment of new technology as absolutely essential to the survival of libraries as information providers in the next five years. Librarians require ongoing service and consulting support to maintain computerized resources and to preserve materials for access. End users cite the need for up-to-date reference materials, improved easy-to-use online resources, and the digitization of print materials. Moreover, they recognize that library access should be provided to those who lack home computers or Internet connections. This goal provides for the electronic delivery of information through libraries to the community, the extension and enrichment of electronic resources, provision of technology support to libraries, the continuation of cooperative collection management efforts, and the preservation of library and archival materials.

Objective 1: Improve the technological capabilities of Massachusetts libraries, automated resource sharing networks, regional library systems, and other cooperating library groups through direct staff consulting, electronic and print publications, and support services.

Objective 2: Support the development of the technological infrastructure needed by Massachusetts libraries to access library automation and electronic information services and to extend these resources into the community.

Objective 3: Make the statewide virtual catalog a reality for residents by providing a fully-functioning statewide electronic interlibrary loan system for libraries.

Objective 4: Encourage and facilitate cooperative collection development and management programs to increase access to information.

Objective 5: Ensure access to information by preserving significant source materials in their original format, reformatting or copying material at risk of loss, digitizing significant materials for electronic access, extending the useful life of library materials, and providing appropriate physical storage environments for these materials.

Coordination: Automated resource sharing networks, cooperating library groups, and regional library systems.

Strategies For Implementation:

- Statewide Programs

  Federal funds may be used to support statewide programs and services which have broad impact; libraries of all types will benefit either directly or indirectly; the MBLC may enter into a contract with a vendor, regional library system, or automated resource sharing network to carry out the intent of a specific goal.

- Publications

  Material published in print and electronic format to further the mission of the library community and library development; includes policies, statistics, survey instruments, professional information, planning documents, newsletters, and brochures or other publications such as public relations material which would carry out the intent of a specific goal.

- Institutes

  An in-depth, multi-session program featuring a combination of presentations and working sessions on selected topics based on library needs and interests; designed by MBLC staff working with an advisory committee; attendance limited to a specified number of participants; may be offered in a central location or in more than one region; *e.g.* Science Reference Institute, Health Reference Institute.

- Direct Grants

  Grants available to libraries which meet the qualifications as outlined in the policy section of this document.

GOAL 2. Extend and maintain effective library and information services for users by providing library staff with training and support.

Libraries are facing increasing competition with other information providers to meet the needs and expectations of the public in the digital age. There is a constant challenge to increase public awareness and to maintain public support while balancing traditional library services with those now demanded by constantly changing technologies. Key to meeting such a challenge is the assurance that library staff, including both professional and support staff, have access to adequate training that supports development of the most up-to-date interpersonal, communication, technical, and professional skills necessary to respond to these changes with confidence and enthusiasm. Also important is providing special support for staff in communities with inadequate library service and communities serving economically disadvantaged populations.

Objective 1: Provide consulting services, technical assistance, and a comprehensive circulating and reference collection of professional materials to serve as a central resource for library staffs.

Objective 2: Coordinate and provide continuing education opportunities, improve customer service, and enable library staff to become better managers, proficient guides to electronic resources, and more responsive to user needs in order to meet public expectations in an age of competing information providers.

Objective 3: Explore options for providing technical support and expertise that enable library staff to configure, purchase, set up, use and effectively manage computer systems and networks.

Coordination: Regional library systems, MLA, MSLMA, school libraries, and automated resource sharing networks.

Strategies for Implementation: Statewide Programs, Publications, Institutes.

GOAL 3. Emphasize the role libraries play in lifelong learning with a focus on information literacy skills by capitalizing on the expertise library staff possess to evaluate and use information.

Library staff are in a unique position to assist the public in navigating the often bewildering and intimidating array of information sources available in the digital age. No longer does information come packaged in a form that makes evident to an individual its source, authenticity, accuracy, currency, or relevance. As information continues to multiply and an individual's technical skills to access it improve, greater emphasis will be placed on the value of professional library staff to serve as guides and teachers for lifelong learners and for those who need information.

Objective 1: Provide data, program development/evaluation, professional materials, and consulting services to all libraries about information literacy and the critical role

librarians increasingly play in navigating users through the maze of complex and competing information resources.

Objective 2: Develop programs and services that will improve the information literacy skills users need to identify, locate, evaluate, and use information effectively in the digital age.

Objective 3: Design a model approach adaptable by any library to help users develop the critical thinking skills needed to identify and evaluate print and electronic information resources.

Coordination: Planning will be done in conjunction with such partners as regional library systems, automated resource sharing networks, and individual libraries where information literacy programs have already been established.

Strategies for Implementation: Statewide Programs, Publications, Institutes, Direct Grants.

GOAL 4: Affirm the importance of the role of libraries in children's learning and their success in life.

Children in the Commonwealth require various kinds of support to be successful in school and in life. School and public librarians have special expertise that promotes the development of reading and language skills in children. These skills help children to achieve their own personal goals and aspirations. Especially in the preschool years, parents who model literacy behaviors by having and using reading materials in the home, by counting and naming objects encountered in everyday activities, etc., establish a foundation for their children's future success. Recent research has documented that early exposure to language in the preschool years is critical to the child's intellectual development. School and public librarians have an ideal opportunity to introduce young children to activities that will capitalize on this early "window of learning." These learned behaviors of reading aloud and library use have tremendous potential for the future of all children. Moreover, libraries that develop programs which contribute to the educational foundation of every family member are essential to achieving a more literate and informed community.

Objective 1: Assist libraries in planning, implementing, and evaluating library services to children and youth.

Objective 2: Encourage public and school libraries to work cooperatively and individually to develop programs and services that advance children's information literacy, teach library research skills, and stimulate a love of reading.

Objective 3: Emphasize the library's value as a primary resource for pre-school programs and services that stress intellectual stimulation and outcomes such as reading readiness, language development, and an introduction to children's literature.

Objective 4: Promote family learning centers to develop the literacy and parenting skills of low-literate adults and provide for the emerging literacy skills of their children.

Coordination: MBLC staff will work with regional library systems and MSLMA; cooperative efforts will be made with agencies that provide family support in the community such as the Massachusetts Department of Education, community specialists serving youth, day care and Head Start Providers, social workers, adult education centers, and health personnel.

Strategies for Implementation: Statewide Programs, Publications, Institutes, Direct Grants.

GOAL 5. Provide persons who face special challenges using libraries with a full range of library services.

Many residents of Massachusetts cannot fully utilize libraries for a variety of reasons: functional illiteracy; limited ability to read and use English; disabling conditions including visual, hearing, and mobility impairments; residence within an institution where libraries may be poorly supported or non-existent; or, socioeconomic factors such as poverty and transitional living arrangements that impact their ability to participate in library services and programs. Current library collections may be inadequate, and staff may lack the appropriate training to meet the special needs of a more diverse group of users. This goal affirms the role of the library as an information access point for all, including those members of the community who are traditionally underrepresented.

Objective 1: Assist libraries in planning, implementing and evaluating library services for populations with special challenges.

Objective 2: Encourage libraries to identify and respond to the diverse needs of their communities.

Objective 3: Determine a streamlined planning approach to assist public libraries in Massachusetts to develop an ADA compliance plan.

Coordination: Staff will work with other state agency groups such as the Massachusetts Department of Education, Executive Office of Education, Department of Health and Human Services, Department of Correction, Mental Health/Retardation, Massachusetts Commission for the Blind, Massachusetts Commission for the Deaf and Hard of Hearing, Massachusetts Commission on Disability, Office for Refugees and Transitional Assistance, Department of Elder Affairs, etc. In addition, staff will communicate with the consulting staff from the regional library systems and the regional and subregional Talking Book Library Programs to review data, policies, and procedures in order to meet program goals.

Strategies for Implementation: Statewide Programs, Publications, Institutes, Direct Grants.

GOAL 6. Increase public awareness of the intrinsic value of libraries in promoting personal and economic growth for every resident in every community through the wide array of programs and services that libraries offer.

There is strong evidence that the public is not well informed about the programs and services offered by libraries nor about the programs currently made possible through state and federal initiatives. This is especially important given the clear warning signs for libraries as they enter a period of intense competition with new information providers for the attention of the public. A primary intent of the Strategic Plan is to position libraries and library staff to meet the rapidly evolving public need for access to information resources in both print and electronic formats. Without a concerted statewide effort to increase awareness, the public will not consider the library as the first, most comprehensive and credible source to go to for information.

Objective 1: Collect, analyze and disseminate data about libraries and the programs and services that they offer.

Objective 2: Work with members of the library community, including regional library system and public relations professionals, to establish consensus on an approach to a statewide public awareness campaign on behalf of libraries.

Objective 3: Conduct a statewide public awareness campaign to inform Massachusetts residents of the value of libraries for personal and economic growth in every community and the essential role of librarians as information professionals.

Coordination: This public awareness campaign will be coordinated with regional library systems and relevant professional library associations and organizations such as MLA, MLTA, MFOL, MSLMA, SLA/Boston Chapter, ACRL/NEC.

Strategies for Implementation: Statewide Programs and Publications.

Board of Library Commissioners

Select an MBLC Link: GO

Previous (Mission/Goals & Objectives)
Top of Long Range Plan

Massachusetts Long-Range Plan, 1998-2002
TIMELINE

	1998	1999	2000	2001	2002
GOAL 1					
Objective 1: Management, Statewide Programs, Publications	———	———	———	———	———
Objective 2: Network Upgrades	———	———	———	———	———
Objective 3: Virtual Catalog				———	———
Objective 4: Cooperative Collection Development		———	———		
Objective 5: Preservation	———	———	———	———	———

	1998	1999	2000	2001	2002
GOAL 2					
Objective 1: Management, Statewide Programs, Publications	———	———	———	———	———
Objective 2: Continuing Education	———	———			
Objective 3: Technical Support		———	———		

	1998	1999	2000	2001	2002
GOAL 3					
Objective 1: Management, Statewide Programs, Publications	———	———	———	———	———
Objective 2: Information Literacy		———	———	———	
Objective 3: Skills Model		———			

	1998	1999	2000	2001	2002
GOAL 4					
Objective 1: Management, Statewide Programs, Publications	———	———	———	———	———
Objective 2: Children's Information Literacy	———	———	———	———	

Objective 3: Pre-School
Objective 4: Family Learning

1998 1999 2000 2001 2002

GOAL 5

Objective 1: Management, Statewide Programs, Publications
Objective 2: Targeted Groups
Objective 3: ADA Compliance

1998 1999 2000 2001 2002

GOAL 6

Objective 1: Management, Statewide Programs, Publications
Objective 2: Public Awareness Planning
Objective 3: Public Awareness Campaign

Next (Priorities, Policy, Procedures, Evaluation)
Top of Long Range Plan

LSTA Program

URL: http://www.mlin.lib.ma.us/mblc/ldev/lsta/timeline.shtml
Last Modified: September 27, 1999
File Size: 4K

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Priorities, Policies, Procedures, Evaluation

PRIORITIES

In general, priorities for the use of federal funds will be to supplement the activities of state programs for the improvement of library services statewide. Specifically, LSTA goals are listed in priority order.

ELIGIBILITY REQUIREMENTS

Statewide Programs

All libraries, regional library systems, automated resource sharing networks, and other cooperating library groups in Massachusetts are eligible to participate in, and benefit from, statewide services and programs funded with LSTA funds. The term library includes:

- public
- elementary school or secondary school library
- institution
- academic
- a research library "that makes publicly available library services and materials suitable for scholarly research and not otherwise available to the public...and is not an integral part of an institution of higher education," [P.L. 104-208, sec. 213(2)(D)], and
- those special libraries that are members of a regional library system

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Direct Grant Programs

To be eligible to apply for direct grants, a library must be a member of a regional library system (**See Appendix A**) and have an updated long-range plan (**See Appendix B**) on file at the Board. In addition, public libraries must have been certified in the Direct State Aid to Public Libraries program. For automated resource sharing networks or other cooperating groups, each member of the group must be a member of a regional library system as a contingency of any direct grant award.

General Policies

LSTA funds will be distributed through statewide programs and direct grants to libraries, regional library systems, automated resource sharing networks, and other cooperating groups. All activities will address goals and objectives in the *Massachusetts Long-Range Plan, 1998-2002* and will conform with state and federal guidelines. Whenever possible, these activities will involve cooperative and collaborative efforts that involve libraries, groups, agencies, etc. of different types.

A State Advisory Council on Libraries (SACL), comprised of sixteen representatives of all types of libraries and individuals who use them, will act as an advisory board to the program; participate in annual planning and budgeting activities; review and evaluate *Statewide Programs, Direct Grant Programs*, and other activities that implement this Long-Range Plan; and make recommendations for funding to the Board of Library Commissioners. The Board establishes the process for selecting SACL members and Board liaisons.

In reviewing applications for *Direct Grant Programs*, the following policies will apply:

- LSTA funding is intended to provide seed money or supplementary money for the establishment of new services or enhancement of existing services and may not be used to operate programs or services on a continuing basis, to replace local operating money, or to fund projects from a previous grantee for sequential or similar services.

- Multi-year projects may be considered for specific programs where the scope and complexity of the project require activities to be conducted over a long period of time. They will not be considered if the intent is to conduct the same activities continuously beyond one year.

- If an applicant has previously received a grant, all quarterly and final reports, evaluations, audits and other required documentation must be complete and on file at the MBLC prior to any subsequent LSTA grant award.

- If an applicant has previously received a grant, its track record in carrying out its project as approved will be a factor in evaluation of future grant proposals.

- A portion of the expenses for any project receiving LSTA funding must come from local funds as part of the project's implementation, and there

must be reasonable assurance that the project can be continued locally if successful.

•Equipment (such as terminals, workstations, printers, and scanners), other one time costs (such as initial fees, training fees, and other similar costs), and ongoing membership fees necessary for an individual library to join, or maintain membership in, an automated resource sharing network are considered a local responsibility and will not be funded through LSTA.

•Equipment costs for automated resource sharing networks, including central site and telecommunications network hardware, software, and installation costs, will be a priority for LSTA funding. Generally, LSTA funding will constitute 50-75% of such costs.

•LSTA funds will not be used to fund standalone automated systems. Federal funds will continue to be used to support cooperative automation efforts through the automated resource sharing networks.

•Requests for major equipment (such as motor vehicles, kiosks, etc. having an acquisition cost of over $10,000) will be considered only as part of a program of services to a population facing special challenges using libraries and for a maximum of 50% of the cost of acquisition.

•All projects must have a significant program component that will link the materials and activities planned as part of the project with the population it is intended to serve. Requests for materials/equipment only will not be considered.

•It is not the purpose of LSTA funding for personnel to replace local staff funds, to cover full-time staff, to pay staff working on non-project activities, nor to be continued beyond a very specific time period. Any fringe benefits required locally may only be paid in proportion to actual time spent on LSTA activities.

•Costs for purchase of consultant services will be allowed only if the specific expertise and/or resources required is not readily available at the applicant's regional library system or the MBLC.

•Multiple projects to the same applicant for the same time period of implementation using the same staff will not be funded.

PROCEDURES

Administration of LSTA

The Board of Library Commissioners will comply with the federal share and maintenance of effort levels required under LSTA and will expend no more than 4% of LSTA funds on administration of the program. Administration funds will be used to support only necessary operating expenses and staff costs to adequately administer

the overall LSTA program, the activities of the State Advisory Council on Libraries (SACL), and overall program planning and evaluation. This Long-Range Plan and annual program announcements will be distributed to all libraries and related organizations by mail and to the public through the MBLC's web site.

Statewide Programs

Activities are the responsibility of the Board and may be conducted in a number of ways, including direct services, contracts, or non-competitive grants to regional systems, automated resource sharing networks, or other cooperative groups that would ensure a statewide effort.

Direct Grant Programs

(1) INNOVATIVE PROJECTS: Projects should propose activities that are new and creative, have not been tried previously in Massachusetts, will result in models that can be of value to other libraries with similar needs, and show potential to be replicated as mini-grants or targeted programs. The idea for the project is determined by the applicant within the broad, general goals of the federal program. Applicants will be encouraged to present ideas at any time during the year without regard to a fixed grant schedule. A member of the MBLC staff will work with the applicant to develop the idea from the conceptual stage into a preliminary proposal for review by SACL. After SACL's initial review and feedback, the applicant may be encouraged to more fully develop a comprehensive proposal for funding. Requests for multi-year funding and project staff will be considered.

(2) TARGETED PROGRAMS: A specific broad-based area of need is identified, and abbreviated applications may be filed where each applicant designs a specific, individual response for their local community within the broad outline established *e.g.* Network Upgrades, Job and Career Information Centers, Literacy Programs, Programs for the Disabled, Preservation Programs. Depending upon the scope of the project proposed, the grant amount will vary for each participating library.

(3) MINI-GRANTS: A program is specifically designed in response to a statewide need. The same program can be replicated in a number of communities sharing certain criteria, *e.g.* under 10,000 in population, for the same amount of funds. Training and other administrative responsibilities are provided by Board staff for a group of participating libraries. Examples of past mini-grant programs include Homework Centers, Health Information, and Preservation Surveys.

Annually, SACL will develop and recommend to the Board of Library Commissioners for its consideration a Program and Budget that is responsive to the LRP goals and objectives and the needs of the library community. Any *Direct Grant Program* to be offered in a particular year will be the subject of a program announcement that details the specific procedures for application and review. Competitive grant opportunities will be announced through mailings to all libraries and posted on the Massachusetts Library Information Network (MLIN) in December. Applicants will generally be required to file a Letter of Intent informing

the MBLC of its desire to participate. Workshops and staff assistance will be available for all grant programs to help applicants prepare applications that will meet the criteria for the program. All grant applications are reviewed by SACL, which may request additional information, and its recommendations are forwarded to the Board of Library Commissioners for approval. All grants will be monitored by assigned MBLC staff to ensure compliance with program criteria and all applicable federal and state requirements.

EVALUATION

Statewide Programs

LSTA requires an evaluation of the overall impact of the program prior to the end of the five-year plan. In Massachusetts, this overall evaluation will be carried out through a statewide telephone survey of library users and nonusers conducted by a professional polling organization. Telephone surveys will be conducted in the first, third and fifth years of this Long-Range Plan.

The MBLC will contract with a professional polling or market research firm to conduct this survey based on a statistically valid random sample of the state population. These surveys will seek to establish levels of use of libraries, use of and interest in a variety of library services, reasons for not using libraries, satisfaction with library customer service, confidence in the ability of libraries to meet user expectations, and awareness of library services. The same or similar (refined) survey instrument will be used throughout this research project.

The first year survey will provide baseline data, the third year survey will provide a formative checkpoint, and the year five survey will provide summative information about the effectiveness of this LRP while serving as a starting point for needs assessment for the next Long-Range Plan. The MBLC is aware of efforts to collect data that can contribute to a national evaluation of LSTA and will cooperate as necessary and desirable with these efforts.

Direct Grant Programs

Innovative Projects will be required to include an independent evaluation in their activities. Such evaluation will include a determination of the results of the actual implementation of the project in relation to its objectives, impact on the target group, and a recommendation as to the value of duplicating such an effort in other libraries across the state. Targeted and mini-grant programs may be evaluated individually by the participants, by MBLC staff, and/or by independent evaluators.

Appendices

A: **Eligibility Requirements for Participation as a Member of a Regional Library System**

B: **Long-Range Plans**

C: **Acronyms and Abbreviations**

APPENDIX A

ELIGIBILITY REQUIREMENTS FOR PARTICIPATION AS A MEMBER OF A REGIONAL LIBRARY SYSTEM

Any public, academic, school and special library within a region will be eligible to participate as a member of a Regional Library System upon meeting certain requirements. These requirements are that the participating library shall:

a. be part of an organization or institution that has a legal basis for operation;

b. have an organized collection of information and material accessible for use by its designated clientele;

c. have a fixed location;

d. have established and posted hours of service;

e. have an on site, paid librarian-in-charge who meets Massachusetts education and certification requirements in effect for that type of library. (Each public school library member must be staffed by a full or part time librarian meeting Massachusetts certification requirements as a school library media specialist; each non public school library member must be staffed by a full or part time librarian meeting the Massachusetts certification requirements or possessing a Masters in Library Science degree.);

f. have a written mission statement and service objectives;

g. have an established funding base;

h. be authorized to participate by its appropriate administrative authority;

i. agree to the terms and conditions of the Regional Library System membership agreement as established by the Board of Library Commissioners. This agreement shall include certification by each member library that it meets the minimum eligibility requirements for participation, agrees to participate in interlibrary loan activities within the Commonwealth in accordance with the*National Interlibrary Loan Code for the United States* and agrees to provide data on the use of regional and statewide library materials and services.

All public libraries that are currently members of a Regional Public Library System are automatically members of the Regional Library System.

APPENDIX B

LONG-RANGE PLANS

INDIVIDUAL LIBRARIES Several planning approaches are available to libraries; no specific method is required. For the purposes of this LongRange Plan, all libraries will be required to complete a formal, multi-year (3 to 5 years) plan. At minimum, the plan must include:

a) a mission statement
b) a needs statement
c) multi-year goals and objectives
d) an action plan for at least the first year of the multi-year goals and objectives that includes activities, with specific time-frames and/or other means for measuring progress, for achieving objectives
e) a brief description of the plan's methodology
f) approval of the governing board
g) annually, by October 1st of each year, an update of the action plan for the following state fiscal year (July to June)

REGIONAL LIBRARY SYSTEMS A plan of service and annual program and budget will serve as the planning document.

AUTOMATED RESOURCE SHARING NETWORKS: Plans must include all of the above (a-g) and a Cooperative Collection Management Policy.

OTHER COOPERATING GROUPS Any cooperative group, whether formally or informally organized, must develop a cooperative plan that specifies group goals and objectives and includes the components listed above for individual libraries.

SCHOOL LIBRARIES: Over a three-year period, individual schools K-12 will be encouraged to complete long-range plans and, upon completion, to apply for Targeted Programs that will be developed in the fourth and fifth year of this plan specifically for schools. To meet this timetable, staff of the MBLC will work with school librarians and regional staff to develop specific components for a school library long-range plan, possibly identify a planning process that school libraries could use, and assist school libraries in completing their plans.

STATEWIDE PROGRAMS This Long-Range Plan, to be reviewed annually by SACL with input from regional administrators, network administrators, individual librarians, and other formal and informal advisory groups, will meet the planning requirement for statewide programs.

LONG-RANGE PLAN COMPONENT DEFINITIONS

•**mission statement**--a concise declaration of the purpose of an organization, specifying the fundamental reason for its existence and identifying its major service roles and the major user groups at which they are directed.

•**needs statement**--a description of the needs of the community the library serves; includes a gathering of information based on an analysis of the population, results of surveys, and a description of the library's existing services in relation to the community's needs and/or those in other similar libraries; includes the library's need for technology and relates this activity to statewide, regional, and local initiatives. Under the Americans with Disabilities Act (ADA), effective January of 1992, every public library regardless of staff size was to have completed a review of its facility for architectural accessibility and compliance with the ADA. The needs assessment component of the library's long-range plan should include this subject and identify barriers, outline corrective action, and include a mechanism to involve community members to discuss the process of making the library fully accessible to all patrons.

•**multi-year goals and objectives**--goals are broad statements describing desirable end results toward which the library will work over the long-term, encompassing a vision of what services should be available; a goal is not measurable and may never be fully reached but will probably not change over a three to five year period; together with objectives, goals define a course of action for meeting the needs of a community. Objectives are specific, short-range statements of results to be achieved to implement a goal; they define how it will be done, who will do it, and when and under what conditions; objectives are measurable, include time frames and may or may not change over a three to five year period depending upon progress made.

•**action plan with specific timeframes and/or other measurements for achieving objectives**--the means used to accomplish an objective including specific tasks that will be done in a given year to achieve that objective; activities should include specific timelines and/or other measure for determining when the activities will take place and how the objective will be accomplished.

•**brief description of plan's methodology**--identification of a specific planning process, such as the Small Libraries Planning Process or PLA process, and any modifications to it; or, if a library has not used a particular process, a description of who participated, to what extent, how and what data was gathered, and during what period the plan was developed.

•**approval of governing board**--assurance that the library's trustees or other governing unit as appropriate has reviewed the contents of the plan and voted to accept it.

•**annual updates of action plans**--by October 1 of each year, the action plan should be reviewed and revised to reflect activities that will take place in the next fiscal year to achieve the long-range plan's goals and objectives.

APPENDIX C

ACRONYMS AND ABBREVIATIONS

ABLE	Automated Bristol Library Exchange, Inc.
ACRL/NEC	Association of College and Research Libraries/New England Chapter
ADA	Americans with Disabilities Act
ALA	American Library Association
ANSI	American National Standards Institute
BTBL	Braille and Talking Book Library at the Perkins School for the Blind
CD-ROM	Compact Disk-Read Only Memory
CLAMS	Cape Libraries Automated Materials Sharing, Inc.
CWMARS	Central/Western Massachusetts Automated Resource Sharing, Inc.
DMH	Department of Mental Health
DMR	Department of Mental Retardation
DOC	Department of Correction
DPH	Department of Public Health
DYS	Department of Youth Services
FLO	Fenway Libraries Online
IMLS	Institute of Museum and Library Services
IPC	Interim Planning Committee
IPEDS	Integrated Postsecondary Education Data System
LMC	Library Media Center
LRP	*Massachusetts Long-Range Plan, 1998-2002*
LSCA	Library Services and Construction Act
LSTA	Library Services and Technology Act
MARC	Machine-Readable Cataloging
MBLC	Massachusetts Board of Library Commissioners
MBLN	MetroBoston Library Network
MFOL	Massachusetts Friends of Libraries
MLA	Massachusetts Library Association
MLIN	Massachusetts Library and Information Network
MLN	Minuteman Library Network, Inc.
MLS	Masters in Library Science
MLTA	Massachusetts Library Trustees Association
MSLMA	Massachusetts School Library Media Association
MVLC	Merrimack Valley Library Consortium, Inc.
NCES	National Center for Education Statistics
NCLIS	National Commission on Libraries and Information Science
NLS	National Library Service for the Blind and Physically Handicapped
NOBLE	North of Boston Library Exchange, Inc.
OCLN	Old Colony Library Network, Inc.
OLA	Online Affiliate
OPAC	Online Public Access Catalog
P.L.	Public Law
PLA	Public Library Association
SACL	State Advisory Council on Libraries
SEAL	Southeastern Automated Libraries, Inc.
SLA	Special Libraries Association
TBL	Talking Book Library at the Worcester Public Library
TCP/IP	Transmission Control Protocol/Internet Protocol
TIC	Talking Information Center
URI	University of Rhode Island

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